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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on leadership behavior and style (see EM 010 434, EM 010 435, EM 010 436, and EM 010 459), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM CIC SC7

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United States Naval Academy

ED 071362

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Content Outline

Terminal and Enabling Objectives

May 1971

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EDUCATION & WELFARE
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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

United States Naval Academy

ED 071362

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment I

Leadership Behavior

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP BEHAVIOR

A. The Concept of Leadership Behavior

1. "Leader behavior refers to the specific acts in which a leader engages while directing or coordinating the work of his group." (Fiedler, p. 2)

B. Influences on Leadership Behavior

1. Roles (Hays and Thomas, p. 31)

a. Definition of role: "...the expected behavior of a person occupying a specific status position"

b. The leader occupies a number of status positions and therefore fulfills a variety of roles, e.g., leader, follower, husband, etc.

c. The more congruent a leader's behavior is with that which others expect of him, the better they see him as a leader.

2. Types of roles (Hays and Thomas, pp. 32-36)

a. The organizational role

1) Each military man identifies with or belongs to an organization in which he works, reports to, and interacts with.

2) To be part of an organization means that a member must adopt its customs, manner of dress, general character, and personality.

b. The institutional role

1) Institutional roles are generally professional in nature and center on the ideals and goals of expected behavior.

2) One of the important institutional roles of the military leader stems from his service to his country. He works for the people, upholding American democracy and the U.S. Constitution, and providing national defense.

3) The responsibilities (looking out for his men and accomplishing the mission) may be in conflict; however, the leader must realize that his mission comes first.

c. The follower role

1) The military leader must adhere to the role behavior expected by his superiors.

2) Since no two personalities are exactly alike, the subordinate leader must repeatedly demonstrate the capability of understanding his role and of adjusting to his senior.

3) An effective leader has learned to be a good follower.

d. The leader role

1) Defining properties and characteristics of the leader role

a) The leader has certain behavior that is expected of him by his subordinates.

b) A group's assessment of their leader's behavior resides primarily with his ability to satisfy their particular goals and needs. (Stouffer, et al, 1949a in Hays and Thomas, p. 35)

c) The personality of a senior influences the role of his subordinates

(1) The influence of a senior on the behavior of a leader, e.g., a division officer who is autocratic in nature influences the behavior of the leading chief petty officer of the division.

2) Implications from research

Numerous research studies relate to the problem of what role the leader should take with respect to his group. The military services have sponsored a considerable number of these studies.

a) The Human Resources Research Organization (HumRRO), under Army sponsorship, studied the problems a leader faces in recognizing demands of a situation in order to better

determine the probable effects a leader's choice of action will have on his group. (Lange and Jacobs, 1960; Hays and Thomas, p. 36)

b) Hollander and Julian (1966) under Navy sponsorship, studied the "willingness of group members to accept a leader's influence attempts." (Hays and Thomas, p. 36)

c) Fiedler (1967), introduced a theory of leadership effectiveness, based upon a series of research studies, sponsored by the Office of Naval Research.

3) Summary of the leader's role

a) The group he is leading exercises an influence upon his behavior.

b) Subordinates recognize a leader's responsibility to the institution and they also expect him to satisfy requirements the institution places on him.

c) Subordinates also expect a leader to be concerned with their needs, helpful to them in satisfying their personal goals, friendly in his approach toward them while maintaining some social distance, and a strong influence within the organization.

3. Characteristics of role expectations (Stogdill, p. 4)

a. Expectations are mutually formulated definitions of the social situation, derived by each of the participants of an interaction.

b. Expectations are traditionally derived from and attached to a status position and apply to whoever occupies the position, e.g., captain of a ship.

c. Expectations are dynamic.

4. Expectations and perception (Stogdill, p. 4)

a. If the occupant of a status position does not accurately perceive the expectations of others, his behavior may not be appropriate and conflict may arise.

b. If other members of the organization (or culture) do not agree in their expectations of the occupant, his behavior may be only partially or intermittently appropriate and conflict may arise.

C. Conclusions (Stogdill, pp. 1-2)

1. Expectations by others establish a behavioral model (role) for the leader, providing him with a pattern to which he may adjust his own behavior.

2. Expectations by others, when they are known, define appropriate and inappropriate behavior.

3. By fulfulling expectations, the leader permits others to anticipate his behavior in certain situations, enabling himself and others to function as an integrated unit.

4. The leader occupies simultaneously a series of status positions, but his behavior is dominated by one position at a time. Expectations of others cue the leader as to which behavior is most appropriate at a given moment.

5. Role behavior does not always fit the pattern established by expectations.

6. A problem in human relations (role strain) occurs when role behavior does not fit role expectations.

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Outline Reference	Terminal and Enabling Objectives	
B.	Given the terms "organizational role," "institutional role," and "follower role," and given a list of possible characteristics of each role, the M will be able to match the appropriate characteristic(s) to each of the terms.	TO 1
A.	The M will be able to select, from several choices, the statement which correctly describes the concept of leadership behavior.	EO-1
B.1.a.	The M will be able to select, from several choices, the correct definition of role.	EO-2
B.1.b.c.	Given several statements (both valid and invalid) concerning the concept of role, the M will be able to identify those statements which are valid.	EO-3
B.2.a.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents organizational role behavior.	EO-4
B.2.b.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents institutional role behavior.	EO-5
B.2.b.3)	Given several statements concerning the relationship between the leader's two major responsibilities (looking out for the men and accomplishing the mission), the M will be able to select the statement which most accurately describes the relationship.	EO-6

Outline Reference	Terminal and Enabling Objectives	
B.2.c.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents follower role behavior.	TO 1 EO-7
B.2.d.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents leader role behavior.	EO-8
B.3.	Given several statements which describe role expectations, the M will be able to identify those which correctly characterize them (based on the characteristics of role expectations).	TO 2
B.4.	Given a description of a conflict situation resulting from incongruency between role expectations and the actual behavior of the leader, the M will be able to select, from several choices, the statement which identifies the principle illustrated by the example (based on his knowledge of expectations and perception).	TO 3
C.	Given several statements concerning the effects of expectations by others (both valid and invalid) on the leader, the M will be able to identify those which are valid conclusions.	TO 4
C.1.	The M will be able to select, from several choices, the statement which correctly identifies the relationship between role expectations and a behavioral model.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.2.	The M will be able to select, from several choices, the statement which correctly identifies the relationship between role expectations and appropriate and inappropriate behavior.	TO 4 EO-2
C.3.	The M will be able to select, from several choices, the statement which identifies the result that fulfilling role expectations has on a leader's relationship with others.	EO-3
C.4.	The M will be able to select, from several choices, the statement which correctly identifies the relationship between role expectations and status positions.	EO-4
C.6.	The M will be able to select, from several choices, the statement which identifies the probable consequence which occurs when role behavior does not fit role expectations.	EO-5

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment II

Leadership Style

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP STYLE

A. The Concept of Leadership Style

1. It is important to distinguish between leadership behavior and leadership style and to understand their interrelationship.

   a. Leadership behavior concerns what a leader does, while his style is more related to the way he does it. Leadership behavior consists of the acts and functions a leader must carry out to fulfill his responsibilities. (Hays and Thomas, p. 31)

   b. Leadership style (the way he goes about fulfilling these responsibilities) refers to the underlying needs of the leader which motivate his behavior in various leadership situations. Leadership style refers to the consistency of goals or needs in various situations. (Fiedler, p. 36)

   c. Depending upon the situation, leadership behaviors of an individual will differ. A leader will act differently as the situation changes. On the other hand, the need-structure of the leader which motivates this changing behavior may be seen as constant. (Fiedler, p. 36)

B. The Variability of Style

1. Two basic styles (Fiedler, p. 2)

   a. Relationship-oriented

      1) The leader gets major satisfaction from establishing close personal relationships with his group. In this style, the leader is:

         a) Democratic

         b) Equalitarian

         c) Permissive

         d) Considerate

         e) Group-oriented

b. Task-oriented

1) The leader gets major satisfaction from successfully completing the task, even at the risk of poor interpersonal relations with his group. In this style the leader is:

a) Autocratic

b) Task-oriented

c) Initiating

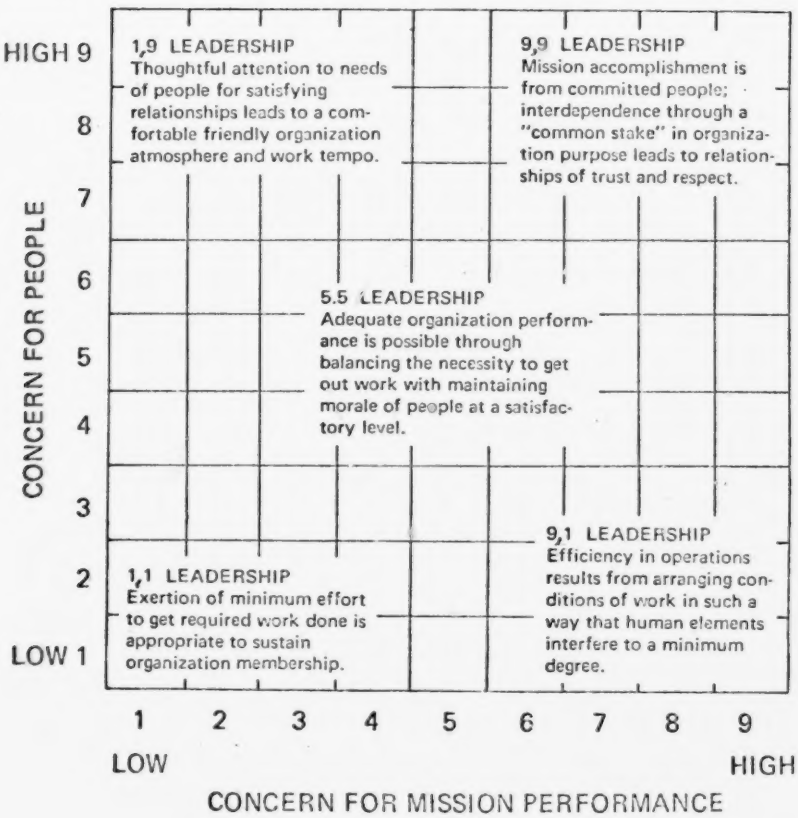
c. Comparison of relationship-oriented and task-oriented style

1) The problem of what constitutes the best leadership style is highly controversial. The orthodox viewpoint (task-oriented) holds that the leader must be decisive and that the responsibility for managing the group's actions is his alone, and cannot be shifted. The human-relations viewpoint, on the other hand, claims that the leader will be most effective when he can call on the creativity and willing cooperation of his men, and that this requires that his subordinates participate in decision-making processes. (Fiedler, p. 13)

2) The concepts of the task-oriented style and the relationship-oriented style are not incompatible with one another. Sometimes the concepts are misconstrued. Task-oriented sometimes is equated to getting the job done regardless of cost in terms of human effort and dignity, while relationship-oriented is mistakenly associated with being nice to people whether or not the job gets done. (Petrullo and Bass)

e Military Leadership Grid. (Blake, Mouton and Bryson)

THE MILITARY LEADERSHIP GRID


HIGH 9
8
7
6
5
4
3
2
LOW 1
CONCERN FOR PEOPLE
1,9 LEADERSHIP
Thoughtful attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.
9,9 LEADERSHIP
Mission accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.
5.5 LEADERSHIP
Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.
9,1 LEADERSHIP
Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
1,1 LEADERSHIP
Exertion of minimum effort to get required work done is appropriate to sustain organization membership.
1 2 3 4 5 6 7 8 9
LOW
HIGH
CONCERN FOR MISSION PERFORMANCE

a. The dimensions "concern for people" and "concern for mission performance" of Blake, Mouton, and Bryson correspond to the relationship-oriented and task-oriented leadership styles of Fiedler.

b. The grid coordinates read "right and up," e.g., 9,1 is located in the lower right-hand corner, rating high on concern for mission performance and low on concern for people.

c. Variations in the leader's effectiveness, as his combination of styles (low-low, low-high, high-low, high-high or neutral) shifts along the dimensions, are to be expected. The grid does not consider three very critical matters:

1) The nature of the group

2) The nature of the task

3) The nature of the situation

d. The grid provides a framework from which one may anticipate how matters such as conflict and creativity would be affected by the changing leadership style, e.g., 9,1 leader placing minimum importance on concern for people while maximizing accomplishment of mission might expect that the creative efforts of his subordinates would be channeled towards disruptive efforts.

e. The grid was originally designed to classify managers on the basis of the two variables (concern for people and concern for production). These variables are parallel to the military leader's concern for welfare and mission accomplishment. In the original (1964) design, managers were classified as follows: (Hays and Thomas, p. 43)

1,1 - Impoverished manager

9,1 - Task (authoritarian) manager

1,9 - Country club manager

9,9 - Team manager

5,5 - Middle of the road manager

f. Position of military leaders on the grid

1) Contrary to some popular beliefs about a military leader's exclusive dedication to the mission, evidence indicates that over three-fourths of the military leaders in the U.S. Armed Forces today operate under assumptions, beliefs, and convictions akin to 5,5.

2) The 5,5 leader

a) Strives for a balance between needs of people and the need for mission accomplishment

b) Pushes or directs enough to produce at average, but tries concurrently to respond enough to people's frustrations and dissatisfactions to avoid low morale or active hostility

c) Does not command or direct but attempts to motivate and communicate to get the mission accomplished

d) Does not exert his formal power in a strict authority-obedience way

e) Does not seek to obtain unquestioning obedience as does the 9,1 leader but attempts to persuade, request, and sell

f) Avoids the type of conflict that direct criticism produces; he tries to get his points across by questions

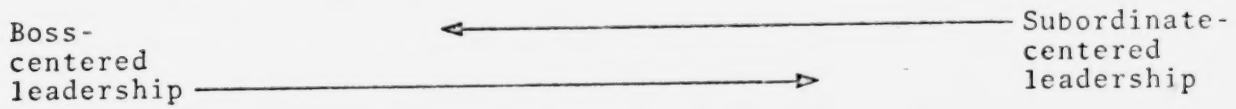
3) Continued 5,5 leadership is a result of:

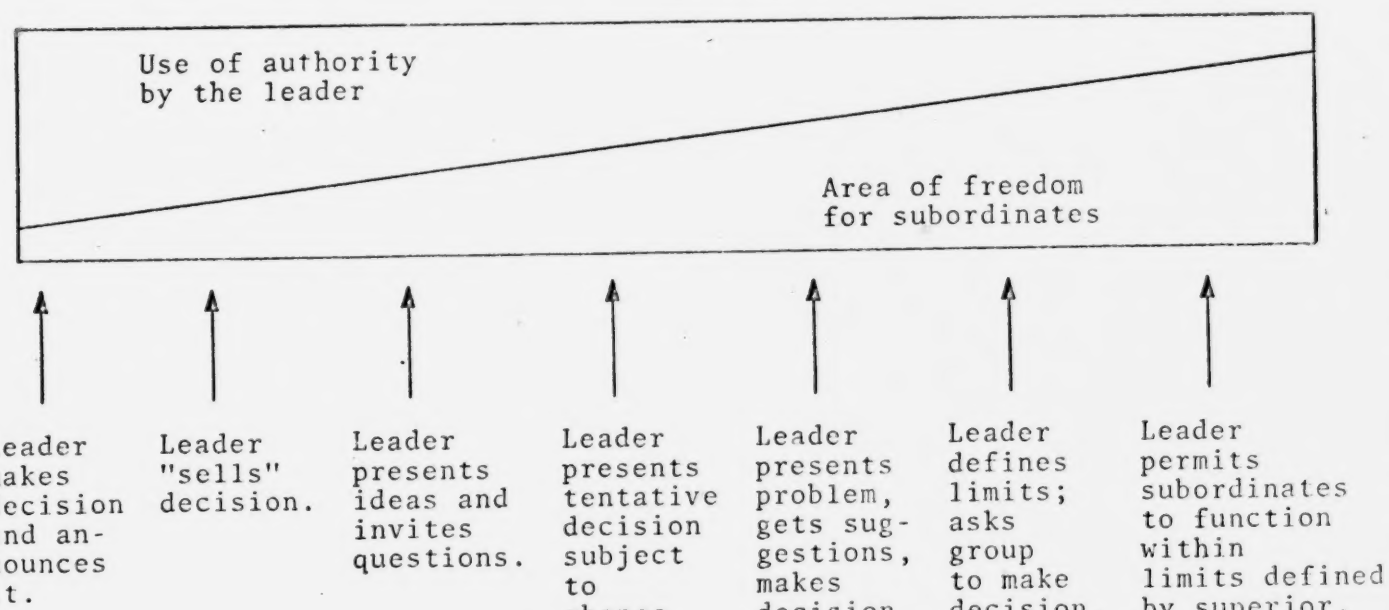
a) Some of the training given in service schools has an implied objective of producing middle-of-the-road leadership.

b) 5,5 oriented leaders pick 5,5 oriented juniors for promotion.

3. Leadership style continuum

a. Continuum of leadership (adapted from Tannenbaum and Schmidt)




Use of authority by the leader
Area of freedom for subordinates
Leader makes decision and announces it.
Leader "sells" decision.
Leader presents ideas and invites questions.
Leader presents tentative decision subject to change.
Leader presents problem, gets suggestions, makes decision.
Leader defines limits; asks group to make decision.
Leader permits subordinates to function within limits defined by superior.

1) This continuum suggests a broad range of possible leadership behavior, rather than to force all leadership behavior into sharply defined categories, such as autocratic or democratic, e.g., sometimes a leader has the time, and the problem is of such a nature that the leader will attempt to "sell" his subordinates on his decision. A leader might use the authoritarian style when there is no time and the problem is such that the subordinates will disagree if he attempts to "sell" them. At such a time, the leader might find it expedient to announce to his subordinates what they will do.

2) The continuum suggests that actual behavior may involve any of various combinations of authority of the leader and freedom for the subordinates.

3) The continuum reflects that neither extreme constitutes an absolute. The leader always has a minimum of authority, and subordinates never surrender all discretion.

b. Interactive aspects of continuum model

1) The leader's style will vary across the continuum, depending upon three basic factors: (a) the situation, (b) the leader, and (c) the follower (or group). The interaction of these three primarily determines what leadership style (i.e., position along continuum) will be used. A change in the situation, a change in the nature of the group, a change in the type of leader, or a combination of any of these variables will cause a shift in the leadership style up or down the continuum.

4. Relationship of Fiedler's leadership styles, the leadership grid, and the leadership continuum

a. The three theories are based on common dimensions, i.e., task orientation and people (relationship) orientation.

b. There can be a 5,5 leader in any one of the three theories.

5. Relationship of leadership style to other aspects of leadership

a. Senior-subordinate relationships

1) The style a leader exhibits in his relationships (coercive [authoritarian] or permissive [democratic]) with subordinates influences the satisfactions obtained by subordinates.

a) In a recent study by Bass, a third dimension (style of leadership) was added, namely, a persuasive style. In the persuasive style, the aim of the leader is to bring about both public and private acceptance of his point of view. Subordinates are most satisfied with permissive (democratic) treatment, and least satisfied with coercive (autocratic) treatment. Subordinates who are treated persuasively are much closer to the permissive group than the coercive group. (Bass)

b. Motivation

1) The effectiveness of a given leadership style on motivating subordinates toward the accomplishment of a goal deserves consideration.

2) Satisfaction on the part of subordinates does not necessarily imply that the subordinates are highly motivated to the accomplishment of a goal.

3) The leader who attempts to "sell" the idea to his subordinates, rather than issue orders, to effect the decision (and thereby "moves to the right on the continuum") has motivation in mind as a benefit to his organization.

4) Using plotting teams of Combat Information Center trainees, Spector and Suttell compared team performances under three conditions of leadership style: authoritarian, democratic, and a style called "reinforcement," in which the leader of the team provided a reward to a team member as each component task was performed successfully. Teams led by leaders who used this reinforcement style were more highly motivated and performed significantly better than did CIC teams under either authoritarian or democratic leaders. (Spector and Suttell)

a) The results of this study suggest that naval officers would become more effective leaders if they systematically used "social reinforcers" in their relations with subordinates in small group or team situations, e.g., praise, recognition.

5) Research results have not been consistent in the matter of what style of leadership is most effective in motivating subordinates to effective performance. Some studies have shown that a directive (authoritarian), task-oriented leadership

style promotes effective group performance. Other studies have shown a non-directive (democratic) human relations-oriented style is best. The kind of leadership style which is best in one situation may not be best in another. Fiedler developed a contingency model which classified various situations so that the most effective leadership style for use in a given situation might be predicted. (Fiedler)

C. Summary

1. Leadership style influences many attributes of leadership, including welfare of personnel, senior-subordinate relationships, and motivation of personnel, to accomplishment of a goal.

2. The leader, the group, and the situation all influence the leadership style. There is no simple leadership style which will guarantee effective performance.

3. An effective leader will vary his style, depending upon the nature of his follower group and the situation.

   a. A change in one of the parameters will induce a shift in the leadership style.

   b. A particular leadership style which promotes effective performance in one situation may not be effective in another situation.

4. The factors or forces a leader should consider in deciding what leadership style to use (Tannenbaum and Schmidt)

   a. Forces in the manager

   b. Forces in the subordinates

   c. Forces in ths situation

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Outline Reference	Terminal and Enabling Objectives	
A.	Given several statements about leadership behavior and leadership style, the M will be able to select the statement which correctly describes the interrelationship between them and the situation (based on the concept of leadership style).	TO 1
A.1.a.b.	The M will be able to select, from several choices, the statement which correctly defines leadership style in relation to a leader's responsibilities.	EO-1
A.1.c.	The M will be able to select, from several choices, the statement which correctly describes the relationship of the need structure of the leader to his changing behavior.	EO-2
B.1.	Given a description of an officer leading a group, the M will be able to select from several choices, the correct classification of the leader's style according to Fiedler's concept.	TO 2
B.1.a.	Given several descriptions of an officer leading a group, the M will be able to select the example which illustrates relationship-oriented style.	EO-1
B.1.b.	Given several descriptions of an officer leading a group, the M will be able to select the example which represents task-oriented style.	EO-2
B.1.c.	The M will be able to identify, from several choices, the paragraph which correctly compares relationship-oriented and task-oriented styles.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.2.	Given a description of a leader's performance with his men, the M will be able to identify, from several choices, the probable classification of the leader's style on the Military Leadership Grid.	TO 3
B.2.c.	The M will be able to identify, from several choices, the statement which describes the limitations of the Military Leadership Grid.	EO-1
B.2.e.	The M will be able to select, from several choices, the statement which correctly describes the purpose of the Military Leadership Grid.	EO-2
B.2.f.	The M will be able to select, from several choices, the statement that correctly describes the position of most military leaders on the leadership grid.	EO-3
B.2.f.2)	The M will be able to select, from several choices, statements that describe 5,5 leader behavior.	EO-4
B.2.f.3)	The M will be able to identify, from several choices, statements that summarize the causes of continued 5,5 military leadership.	EO-5
B.3.	Given a description of a leader's performance with his men, the M will be able to identify, from several choices, the probable position of the leader's style along the Leadership Style Continuum.	TO 4

B.3.	The M will be able to select, from several choices, the statement which correctly describes the purpose of the Leadership Style Continuum.	TO 4 EO-1
B.3.a.1)	The M will be able to select, from several choices, the statement which correctly describes the reasons why a leader might attempt to "sell" a decision to his subordinates in addition to announcing it.	TO 5
B.3.b.	The M will be able to select, from several choices, the statement which correctly describes the three basic factors involved in determining leadership style.	TO 6
B.5.	The M will be able to select, from several choices, the statement which correctly describes the importance of leadership style to senior-subordinate relationship.	TO 7
B.5.b.	The M will be able to select, from several choices, the statement which correctly describes the effects leadership style has on motivation of subordinates.	EO-1
B.5.b.3)	The M will be able to identify, from several choices, the statement that correctly describes the effects that "moving to the right on the continuum" by selling an idea to subordinates has on the motivation of subordinates.	EO-2

Outline Reference	Terminal and Enabling Objectives	
	SECONDARY, ENRICHMENT, OR DEPTH CORE	
	The M will be able to draft an acceptable essay that shows the relationship between the Fiedler Concept of Leadership, the Leadership Continuum, and the Military Leadership Grid.	TO 8

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style - The Leader

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE - THE LEADER

A. Research

1. An early element of confusion in the study of leadership was the failure to distinguish it as a process from the leader as a person who occupies a central role in that process. The studies of leadership in the early 20th century usually focused upon the personality characteristics which make a person a leader (the trait approach).

2. In the 1930's, Lewin and his co-workers turned attention to the social climates created by several styles of leadership (authoritarian, democratic and laissez-faire). The results from this study, which showed that groups reacted differently under the different styles, ultimately evolved into the situational approach. (Hollander & Julian, 1969) (The factors relating to each style will be fully presented.)

3. The main focus of the situational approach has been to study leaders in different settings. The tendency today is to attach greater significance to the interrelationships among the leader, the followers, and the situation.

B. Influences on Leader's Style

1. Personality

a. Unquestionably a leader's style is influenced by his personality.

b. There is no evidence that a special personality type is necessary to become a successful leader; in fact, successful leaders have possessed different types of personalities, e.g., the late Generals Eisenhower and MacArthur were highly successful leaders, and yet possessed considerably different personalities.

c. It cannot be assumed that just because an individual has the personality traits which are normally found in successful leaders, that these traits per se make him a leader.

d. Stogdill (1948) reported that among the traits which leaders possessed (above the average of their followers) were intelligence, scholarship, dependability,

social participation, and social and economic standing. Surprisingly enough, Stogdill reported that leaders did not necessarily excel followers in such personality traits as initiative, persistence, self-confidence, cooperativeness, adaptability, and verbal facility.

2. Competence

   a. Incompetent persons may tend to display authoritarian leadership style.

   b. Conversely, truly competent persons tend to delegate authority more freely, and are more inclined to operate on a democratic style of leadership. The competent personality, secure in his perception of self-concept and identification, has broader visions and is more apt to accept risks than is the incompetent. The incompetent is inclined to seek security rather than take a risk. (Streufert and Streufert)

      1) If the leader has trained his personnel well, he can feel secure in delegating authority.

      2) If the leader has not trained his personnel well, he will not feel secure in delegating authority.

3. Leadership skills (Olmstead)

   A leader is most effective when he can address the concrete needs of the situation in front of him. To do this, a leader must be skillful at assessing events and providing appropriate courses of action.

   a. Diagnostic skills. These are skills of observation, listening, analysis and assessment of situations, together with skills in the prediction of potentialities, trends, and valid directions which situations are likely to take.

   b. Action skills. This class involves the skills of acting, or intervening, in situations as they are diagnosed. It includes such skills as planning leadership strategies, manipulation of organizational conditions, and behaving effectively in interpersonal situations.

4. Status.

   Does the leader operate from a position of status or a position of esteem? This is the headship vs. leadership controversy, exemplified by Bass (1960), who claimed that the leader who has both status and esteem can use any style he desires, and he will be effective. A military

leader starts with status and moves to esteem based on the successful accomplishment of a mission. He has proven himself competent and can lead from esteem.

5. Role model effects

   a. Individuals are influenced by other individuals. Among the predominant people who have influence on individuals, which may later be reflected in leadership styles, are parents, teachers, ministers, peers and seniors.

      1) Motivation has much to do with role model influence. The young baseball enthusiast might model his behavior after Mickey Mantle, for example. The energetic Boy Scout might adopt his Scoutmaster as a role image. (Antonovsky, et al, p. 6)

6. Assumptions about human nature

   a. A leader's style is influenced by his attitudes toward contrasting theories:

Theory X	Theory Y
The average human being has an inherent dislike of work and will avoid it if he can.	The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.	External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, wants security above all.	Commitment to objectives is a function of the rewards associated with their achievement.
	The average human being learns, under proper conditions, not only to accept but to seek responsibility.
	The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
	Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

(Douglas McGregor, as cited in Blake, Mouton & Bryson, p. 16)

1) The leader who subscribes to Theory X has a greater tendency to be autocratic.

2) The leader who subscribes to Theory Y has a greater tendency to establish conditions based on mutual understanding.

7. Functional specialty

a. A leader's style is apt to change as the function changes. For example, production represents a highly structured task, and a leader of a production department would necessarily be inclined towards task-orientation (Fiedler style). Such a leader would likely be highly competent in the knowledge and skills of various levels within the department and would show tendency towards authoritarian style.

1) In Navy Department organization, this production function is carried out through Naval Materials Command and the Systems Commands. This corresponds to HARDWARE (ships, aircraft, weapons systems, etc.).

b. Conversely, if the function is basic research, it represents a low-structured task, and a leader of such a research department would be inclined towards relationship-orientation. A former Chief of Naval Research has stated, "Basic research cannot be directed." The leader in this type of unstructured tasks, dealing with the specialists of many disciplines, would be inclined towards democratic style.

1) In Navy Department organization, this basic research function is carried out primarily through the Office of Naval Research through universities. This corresponds to SOFTWARE.

c. Functions which lie between basic research (SOFTWARE) and production (HARDWARE), such as sales and applied research, will require leaders whose styles operate between the democratic and authoritarian positions on the continuum.

d. Research studies support the fact that unstructured tasks, where the leader is not expected to be knowledgeable of all levels of specialty that his subordinates possess, require a relationship-oriented leader; while structured tasks, where the leader's job competence should exceed that of his subordinates, requires a task-oriented leader. (Fiedler, p. 244)

8. Stress

   a. The leader plays a decisive role under disruptive and trying conditions. He contributes to morale by reducing anxiety and by preventing and alleviating stress-produced problems among his subordinates.

   b. The leader's behavior becomes especially important in times of emergency. The military unit which performs poorly in battle conditions endangers itself and its organization. The subordinates depend upon the leader's ability and judgment. Failure on the part of the official leader to exercise his leadership under emergency conditions will result in an emergent leader.

   c. Whether a task-oriented or a relationship-oriented leader is best under stressful conditions is dependent upon the situation. (Fiedler, p. 204)

C. Summary

1. The leader is highly influential in determining what leadership style is to be most effective in promoting group performance towards accomplishment of objectives.

2. The interaction of the leader, his subordinates (follower group), and the situation will dictate what leadership style should be used. (Tannenbaum and Schmidt)

3. Among the many factors which influence a leader's style, no doubt his personality is the most important.

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Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to identify, from several choices, statements that correctly describe the change in focus by researchers on the determiners of leadership style.	TO 1
B.	Given several descriptions of an officer leading a group of men, the M will be able to match each description to the most probable cause of the leader's style (based on the ways in which the leader himself is a determiner of style).	TO 2
B.1.	The M will be able to identify, from several choices, the factors in the personality of a leader that move a leadership style in a particular direction.	TO 3
B.1.	The M will be able to select, from several choices, the statement which correctly defines the relationship between the leader's personality and his leadership style.	EO-1
B.2.	The M will be able to select, from several choices, the statement which correctly describes the effect the leader's job competence may have on his choice of leadership style.	EO-2
B.3.	The M will be able to select, from several choices, the diagnostic skills a leader must have in order to be an effective leader.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.3.	The M will be able to select, from several choices, the action skills a leader must have in order to be an effective leader.	TO 3 EO-4
B.4.	The M will be able to identify, from several choices, the statement which correctly describes the effect that the leader's position of status or esteem has on his choice of leadership style.	EO-5
B.5.	The M will be able to select, from several choices, the statement which correctly describes the way in which a role model may influence leadership style.	EO-6
B.7.	The M will be able to select, from several choices, the statement which correctly describes the effect that functional specialty may have on leadership style.	EO-7
B.8.	The M will be able to select, from several choices, the statement which correctly describes the effect that stress may have on leadership style.	EO-8
B.6.	The M will be able to select, from several choices, the statement which correctly identifies the effect that adoption of Theory X may have on leadership style.	TO-4

Outline Reference	Terminal and Enabling Objectives	
B.6.	The M will be able to select, from several choices, the statement which correctly identifies the effect that adoption of Theory Y may have on leadership style.	TO 5
B.6.	Given a list of assumptions about human nature, the M will be able to identify each assumption as representing either Theory X or Theory Y.	EO-1
B.6.	The M will be able to select, from several choices, the statements that correctly describe the relationship of Theories X and Y to the leadership continuum.	TO 6
	SECONDARY, ENRICHMENT, OR DEPTH CORE	TO 7
	Given a description of a leader's performance, the M will be able to draft an acceptable essay that shows the relationship of the leadership style to Fiedler's leadership theory.	

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group and the Situation

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

A. Groups

1. Background

   a. Research

      1) A major deficiency in the trait approach to leadership was its conception of the "traits" of the leader without reference to either the varying nature of leadership roles or the functions they were to fulfill. There were few attempts to treat the characteristics of the leader as they are perceived by other group members within a given setting.

      2) Interest in group dynamics and in problems of leadership as related to interpersonal behavior has received considerable emphasis in the period since 1940. Fiedler, Bass, Julian, and Hollander are but a few of the psychologists currently concerned with the role of the group (follower).

   b. Continuum model implications

      1) As discussed in previous segments in this part, leadership style results from the interactive aspects of the leader, the follower (group), and the situation. The style may vary between the authoritarian and democratic dimensions of the model. What may be an effective style for one condition, may not be effective under different conditions.

   c. Organization context of groups

      1) Without a group, there can be no leader. An understanding of leadership requires that something be known about the group which the leader directs. (Fiedler, p. 16)

      2) Most formal groups in real life exist for the purpose of furthering the goals of the parent organization. The organization is a significant aspect of the environment within which the group operates, e.g., the division aboard the ship is a

group under the leadership of the division officer and operates within the organization of the ship.

3) Informal groups (within a formal organization) may or may not further the goals of the formal organization.

4) Status refers to an individual's position in relation to other group members. It exists only in relation to others. While the formal organizational structure may create status positions on a functional basis, the informal structure may accept a status hierarchy different from the formal, e.g., differences in personality, technical ability, or experience. As perceived by his co-workers, an individual's status may not correspond to the position status of the formal organization, e.g., the Chief Warrant Officer with years of proven technical experience may be informally recognized as the real leader of a shipboard division, even though the division officer is a young ensign.

d. Practical implications and importance

1) Shipboard settings abound with task-group activities: watch teams, gun crews, working parties, mess cooks, sidecleaners, boat crews, radio gangs, honor guards, anchor details. All of these and many more illustrate that small group activity, task-oriented, is a functional part of the shipboard life.

2) While the responsibility of the leader increases as one ascends the organizational hierarchy, the interactive aspects of leader, group, and situation permeate to many levels within the organization.

3) Division officer leadership and petty officer leadership are vitally important to the Navy due to the many operating settings in which the leader-group process functions.

2. Classification of groups

a. Homogeneous or heterogeneous

1) While there is no such thing as a purely homogeneous group (due to the matter of individual differences), the members share some categories, e.g., a division of sailors aboard a naval ship share many traits. The personnel are male, enlisted, about the same age bracket, receive

essentially the same wages, wear identical uniforms, and have a common objective as stated through the organizational chain of command.

a) In spite of the homogeneous nature of the division, there are also many unlike qualities.

2) Heterogeneous groups have no major commonalities, e.g., a group selected at random from a mixed population.

3) Implications on leadership style

a) Fiedler conducted a series of experiments on leadership style with homogeneous and heterogeneous groups. He introduced the term horizontal distance to refer to the apparent distance a leader maintains with his group.

b) The results of this research indicated that a leader could assume a much closer approach when leading a homogeneous group, but had to change his leadership style (increase his horizontal distance) when leading the heterogeneous group. (Fiedler, "The Leader's Psychological Distance and Group Effectiveness," in Cartwright and Zander)

b. Expert or unskilled

1) Some groups, e.g., a division of communications technicians, have a high level of job competence.

a) If the leader does not have the same amount of competence, relative to the job, he will have to involve his subordinates in the decision-making process and delegate much authority.

b) If the leader has a high level of job competence, relative to the job, he might be inclined to lead in an autocratic manner because his subordinates have confidence in his technical ability.

c. Internal work relations: Leadership style will vary according to the nature of the internal work relations of the group. The major task of the interactive group leader is coordinating the team effort. The major task of the co-acting group leader is to motivate individual training. The leader of the counteracting group is a peacemaker (negotiator).

3. Leaders and followers

   a. No group functions well if there are "too many chiefs and not enough Indians." Recognizing that leaders are essential and important, it may be that the follower is the most crucial factor in any leadership event. (Hollander, "Emergent Leadership and Social Influence," in Petrullo and Bass, p. 33)

      1) Followers accept or reject leadership.

      2) Followers perceive both the leader and situation, and react in terms of what they perceive.

      3) Followers' perceptions may be a function of their motivation, their frame of reference, their readiness.

   b. Some personnel are followers by nature. They are lacking in positive self-concept and feel insecure. These people want to be led. They do not want to assume a great deal of responsibility.

   c. Others (not representative of military) choose to be followers because it affords them more time to pursue personal objectives, e.g., many teachers and professors shy away from assuming administrative duties so that they may engage in research, writing, consulting, and other professional activity.

   d. Other aspects of leaders and followers

      1) While followership is thought of as a passive role and leadership an active role, it is not quite appropriate to say that a follower is just someone who is not a leader. Hollander's study of aviation cadets at Pensacola was an attempt to challenge the traditional view that leadership and followership were in sociometric opposition. With the homogeneous group of aviation cadets as a sample, the correlation between cadets perceived as good leaders by their peers and cadets perceived as good followers was very high. (Hollander, "Emergent Leadership and Social Influence," in Petrullo and Bass, p. 36)

      2) The nature of a group: Its structure, purpose, etc., along with the situation, have considerable influence on the emergence of the leader and follower roles.

      3) Groups are made of individuals. In the group setting, the personality needs of individual members, the social needs of interacting members,

and the cultural needs are all interacting. The leader must be perceptive to all three (personality, social, cultural) aspects and the peculiarities of the situation in the selection of a leadership style.

B. Situational Influences: Determiners of Leadership Style

1. The continuum model discussed earlier in this Part stressed the interactive aspects of the leader, the follower (group), and the situation as determiners of leadership style.

   a. The situations which influence a leader's style are too numerous to cite (and perhaps there would not be total agreement on what situations really are); however, situations can be classified as stress or nonstress (emergency and routine).

   b. As a situation changes, or as a leader goes from one situation to another, the leadership style which will promote the most effective group performance will change, e.g., a leader in a combat situation will probably lead in an autocratic style because there is no time to ask for advice and allow subordinates extensive participation in decisionmaking. Ultimately, authority to act, make decisions, lead, etc., rests with the leader. If the leader is moved to a conference situation and becomes a chairman, then his leadership style can change to a more democratic or permissive attitude wherein he can permit his subordinates to give advice, participate heavily in the decision-making process, and even allow them to make the decision.

   c. The leader's style of interacting with his subordinates (followers) will be affected by the degree to which the leader can wield power and provide sanctions. His position power (high or low) is a situation variable. (Fiedler, p. 23) In the Navy, for example, the more gold braid, the higher the authority or position power. Given two situations, an inspection by the admiral and an inspection by the division officer, group performance will be influenced by the difference in the perceived position power of the two situations.

      1) The same leader's position power can vary in different situations, e.g., the Captain of a ship has less power to apply sanctions to a shipwrecked crew than he does when commanding the men at sea. Having lost his ship, the Captain's basis for being their appointed leader has been reduced (because

his ability to provide sanctions has been reduced). Unless he can lead them to safety, the men will disregard his efforts to provide sanctions and look to some emergent leader for guidance.

d. The leader's style of interacting with the group will be affected by the task structure. The task is a situation variable. (Fiedler, p. 25)

1) Tasks may be highly structured or unstructured along the continuum.

2) A leadership style effective in a highly structured task is not effective when the task is moderately unstructured. (A bomber crew commander on a combat mission and a leader at a discussion conference would not likely use the same leadership style.)

3) Combat conditions are task-oriented to the authoritarian dimension on the continuum model. This does not negate the importance of the leader's personality. A leader who is liked, accepted, and trusted by his followers will find it easy to make his influence felt. (Fiedler, p. 143) A highly structured task situation enables a leader to maintain control over the process at every step. The organization can back up the leader if someone gets out of line. The lives of the members of the organization depend upon each man doing his job right. Can you imagine a submarine on a diving mission where the task assignments are loose? The highly structured staff provides the leader with power. A low-ranking leader, i.e., petty officer, 3rd class, has the power in the highly structured situation. The same petty officer might be "lost" in an unstructured task.

2. Summary

a. Fiedler's contingency model relates the situational variables of position power, task structure, and the quality of leader-member liking. Tests of this model in a variety of designs (high power, high structure; high power, low structure; etc.) and with military groups result in support for the hypothesis that authoritarian leadership style is more effective under highly structured (combat) situations, while relationship-oriented leadership style is more effective under task situations that are moderately unstructured. (Fiedler, Chapter 10)

b. The dynamics of why these results have been obtained is a "stubborn and difficult" problem. (Fiedler, p. 195)

c. A military leader faces a variety of situations in his daily activity. He must be flexible and able to alter his leadership style to meet the changing situations.

C. Leader Popularity

1. Leadership vs. popularity (Clarke)

a. Problems of training military men and preparing them for combat situations necessitate placing requirements upon followers which are unpopular.

1) General quarters held twice a day aboard ship for all personnel - including those who just got off the midwatch - illustrates a realistic training requirement very likely to prove unpopular.

b. A military leader should not think of his relative popularity, but rather should think in terms of the effectiveness of his unit and its degree of combat readiness.

2. Respect vs. liking (Golembiewski)

a. Having respect for a leader, meaning respecting the constituted authority of the organization, is more important than merely liking the leader.

1) Followers may respect a leader without actually liking him.

2) Followers may like a leader without actually respecting him.

Example: Adams (1953) studied leader popularity in aerial bombardment crews. Each member of each crew was ranked on several measures of status within the crew - formal rank, popularity, reputed flying ability, etc. When the formal ranks of the members of any crew were quite similar to their ranks on the other measures, Adams found, the crew as a whole did well on social performance (harmony, intimacy, and the like). The crews that showed up best in these two aspects, however, were not the best in technical performance, e.g., bombing accuracy. These findings seem reasonable. The popularity of the formal leaders of these crews was probably based in part upon their respect of a norm opposed to outstanding technical performance. Obviously, it did not make them particularly effective in their formal position. On the contrary, their closeness with their men helped the crews resist the demands of the "outside" organization.

b. Military leaders should strive always to preserve their own respect and that of their subordinates, even at the risk of being disliked.

D. Conclusions

1. Changing patterns within groups and different situations will influence leadership style. The leadership style appropriate for one set of conditions of group structure, task nature, and leader will not necessarily be appropriate for a different set of conditions.

2. Leadership styles may be task-oriented (authoritarian) or relationship-oriented (democratic), or oriented anywhere along the continuum.

3. A military leader frequently has to change his style of leadership, as his typical routine involves many changes in both situational aspects and in group relations.

4. A military leader, to achieve initial success, must be followed by the group. The group's response in following the leader strengthens the leader and encourages him to attempt leadership again. Successful leadership reinforces the leader, and effective leadership depends on reinforcing the followers. The effective leader operates both from a position of status and esteem with his followers, and has flexibility in his style. (Hays and Thomas, p. 39)

5. Leadership is not a popularity contest.

E. Summary

1. Interrelationship of the group, the situation, and the leader.

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Outline Reference	Terminal and Enabling Objectives	
A.1.a.	The M will be able to select, from several choices, the statement which correctly summarizes why the "trait theory" gave way to research in group dynamics and interpersonal behavior.	TO 1
A.1.c.	The M will be able to identify, from several choices, the effect that the "organization context of groups" has on leadership.	TO 2
A.2.	Given descriptions of military situations in which various classifications of groups are illustrated, the M will be able to select, from several choices, the leadership style which would be most appropriate for the leader to use in leading his group.	TO 3
A.2.a.	The M will be able to select, from several choices, the statement which correctly describes the leadership style a leader might adopt if he has a homogeneous or heterogeneous group.	EO-1
A.2.b.	The M will be able to identify, from several choices, the statement which correctly describes the leader's choice of style, based on his having a skilled or unskilled group.	EO-2
A.3.	The M will be able to identify, from several choices, the effect that followers, as individuals, have on the leadership style a leader adopts.	TO 4

Outline Reference	Terminal and Enabling Objectives	
A.3.	The M will be able to identify, from several choices, the reasons why people desire to be followers.	TO 4 EO-1
A.	The M will be able to select, from several choices, the statement which correctly summarizes how a group may affect the leader's choice of style.	TO 5
B.	Given a situation in which the mission was not accomplished because the leadership was ineffective, the M will be able to determine which basic factor was not considered by the leader.	TO 6
B.	Given a description of a situation in which a group and its leader are involved, the M will be able to identify the leadership style which would be most appropriate for the situation.	TO 7
B.1.a.	The M will be able to select from several choices, the classifications used to identify types of situations.	EO-1
B.1.b.	The M will be able to select, from several choices, the effect stress or nonstress situations have on leadership style.	EO-2
B.1.c.	The M will be able to identify, from several choices, how the ability to wield power and provide sanctions can affect the style of leadership a leader will adopt.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.1.d.	The M will be able to select, from several choices, how the task structure can become an important variable in selecting a leadership style.	TO 7 EO-4
C.	Given a description of a leader interacting with a group in which the popularity of the leader is apparent through adequacy of social performance, the M will be able to select, from several choices, the statement which describes the probable effect of popularity on task performance.	TO 8
C.1.	The M will be able to identify, from several choices, the statement which correctly relates a leader being task-oriented and his popularity with his subordinates.	EO-1
C.1.	The M will be able to select, from several choices, the statement which correctly describes the effect of leader's popularity on the motivation of subordinates.	EO-2
C.2.	The M will be able to identify, from several choices, the statement which correctly describes the difference between respect for a leader and liking a leader.	EO-3

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PARTICIPATIVE LEADERSHIP

A. Introduction (Petrullo and Bass; Filley and House)

1. Research

a. Results show that a democratic (participatory) atmosphere produces better morale than an autocratic atmosphere; that is,

Less hostility

More cooperation

Greater friendliness

b. Experimenters have found that leaders who use partipative leadership are significantly more effective than those who use a highly formal structure. (Anderson and Fiedler):

Made a greater contribution to group's performance.

Personality became more salient and more highly relevant to group achievement (Hollander and Julian, 1969).

2. Importance

a. Improvement in group (follower) performance through participative leadership:

Leader should participate rather than merely supervise.

Leader will encounter less resistance and get higher productivity from group and individuals who formerly resisted change when they are allowed to participate in decisionmaking concerning their work (Hays and Thomas, p. 40).

b. An effective leader encourages subordinates to offer suggestions and/or constructive criticism.

3. Practical Implications

Generalizations from research studies conducted under strictly controlled laboratory conditions in industrially

oriented settings were not typical of practical shipboard situations and should be avoided.

The situation is an important determiner in leadership style.

B. Participatory vs. Supervisory

1. General

A leader who uses participative leadership:

a. Must be attentive to his followers' suggestions and reactions (not just lip service).

b. Retains his authority and responsibility under both participatory and supervisory leadership.

c. Must understand that the degree of participative leadership depends upon the leader, followers and the situation.

1) Leader:

Confidence in his petty officers

Concern for his petty officer's opportunity and motivation to demonstrate performance in decision-making

2) Followers:

Attitudes with respect to assuming responsibilities

Experience

Competence

An effective leader seeks responsibility and develops a sense of responsibility among his subordinates.

3) Situation:

Time available to make decisions

Type of organization

2. Advantages

An officer who practices participative leadership:

Will probably increase morale within his organization,

Helps to inspire enthusiasm among his men,

Helps develop leadership skills on the part of his subordinates,

Strengthens his communications channels with his followers through improved feedback,

Through the use of committees, when time permits, will find that the skills and knowledge of his men are probably greater than he imagined,

Will find the men likely to respond with extra effort in emergency situations.

a. An effective leader, upon reassignment, can answer affirmatively: "Are the men I have just left, better men for my having served with them?"

3. Barriers to Participative Style

a. Lack of time

b. Decisions contrary to interest of followers

c. Followers unwilling or not motivated to follow

d. Leader's fear of failing because he might lose control of the group and the situation or, because of past failures.

C. Summary

1. Democratic, participatory leadership:

a. Produces better morale, less hostility, more cooperation and greater friendliness.

b. Produces leaders who are significantly more effective and make a greater contribution to group performance.

c. Must be tempered by the situation. The situation is an important determiner in leadership style.

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Outline Reference	Terminal and Enabling Objectives	
A.1.	The M will be able to identify, from several choices, statements that correctly describe the general results of studies done on participative leadership.	TO 1
A.2.	The M will be able to select, from several choices, the statement which correctly identifies the effect participative leadership may have on a group's resistance to change.	EO-1
A.3.	The M will be able to identify, from several choices, the dangers involved in making generalizations from laboratory studies to shipboard life.	EO-2
B.	Given examples of leaders interacting with groups and using various leadership styles, the M will be able to identify the situation in which the leader uses participative leadership.	TO 2
B.1.a.	The M will be able to select, from several choices, the statement which correctly indicates how the leader must treat the suggestions of a subordinate in order to ensure successful participation.	EO-1
B.1.b.	Given a description of a situation in which the leader is using participative leadership with his group, the M will be able to identify whether or not the leader's authority is weakened.	EO-2
B.1.b.	Given descriptions of leaders utilizing participative leadership, the M will be able to identify whether or not the leader is relieving himself of his responsibility.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.	Given a description of a group, the M will be able to select, from several choices, the action which the leader should take regarding participation.	TO 3
B.1.c.	Given several descriptions of the job competence of a group in relation to the job competence of the leader, the M will be able to select those descriptions which indicate that the leader should use participation.	EO-1
B.2.	The M will be able to identify, from several choices, statements that correctly describe the effects of participative leadership when used by military leaders.	TO 4
B.2.	Given a list of possible advantages accruing from the use of participation (both valid and nonvalid), the M will be able to select those which are valid.	EO-1
B.3.	Given a description of a situation in which a leader has the option of permitting participation of subordinates or not, the M will be able to select, from several choices, the correct action for the leader to take (based on evaluation of the barriers inherent in the situation).	TO 5
B.3.a.	Given several descriptions of situations in which participation might be used, the M will be able to identify those in which participation could not be used because of a time factor.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.3.b.	The M will be able to select, from several choices, the statement which correctly describes a barrier to participation resulting from a subordinate.	TO 5 EO-2
B.3.d.	The M will be able to select, from several choices, the statement which correctly indicates how fear of failure on the part of the leader might prohibit the use of participation.	EO-3